

FLORIDA WORKFORCE PROGRAM INVENTORY

Technical Assistance related to House Bill 1507, Section 35

Deadline for submission: April 15, 2022

During the 2021 Florida Legislative Session, House Bill (HB) 1507, section 35 amended section (s.) [1011.80](#), Florida Statutes, (F.S.) and required that the State Board of Education (SBOE) to establish criteria, based on the framework of quality established by the Credentials Review Committee, for review and approval of new workforce education programs that are not included in statewide curriculum frameworks.

Additionally, HB 1507 established an expedited review process for new workforce education programs that are in statewide frameworks to be eligible to receive performance incentive funding and additional full-time equivalent (FTE) membership (districts only). These provisions necessitate changes to the statewide curriculum framework approval process and also require the department to create an inventory of all active workforce education programs as a baseline. By April 15, 2022, each agency will submit a list of clock, credit and non-credit programs that are active in their inventories in 2021-22.

The purpose of this document is to provide districts/FCS institutions with background on the workforce program inventory as well as instructions for completing and submitting local templates. Visit our website at <https://www.fldoe.org/academics/career-adult-edu/career-tech-edu/program-resources.html> for additional resources.

Please email erafal@credentialengine.org for questions related to completing the survey template and CTEaudit@fldoe.org for questions related to policy.

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BACKGROUND

House Bill 1507 modified s. 1011.80(2), F.S., related to SBOE approval of Florida College System workforce education programs. Specifically, the following provisions were added:

1011.80(2)(a) The State Board of Education shall establish criteria, based on the framework of quality established by the Credentials Review Committee under s. 445.004(4), for review and approval of new workforce education programs by a Florida College System institution or a school district that are not included in the statewide curriculum framework.

1011.80(2)(b) A Florida College System institution or school district offering a new workforce education program that is in the statewide curriculum framework may not receive performance funding and additional full-time equivalent membership funding until the workforce education program is reviewed, through an expedited review process, and approved by the State Board of Education.

The following table summarizes current policy and practice for areas represented in the statute. It also shows anticipated future policy and practice, so institutions better understand the implications of the various provisions.

Table 1. Policy/Practice Related to Workforce Program Approval

Provision from s. 1011.80(2)(a), F.S.	Current Policy/Practice	Future Policy/Practice
Framework of Quality	<ul style="list-style-type: none"> Not applicable 	<ul style="list-style-type: none"> The anticipated timeline for the Credentials Review Committee to establish the framework of quality is spring 2022.
Review and approval of new workforce education programs – Career Certificates, Associate in Science/Applied Science (AS/AAS) degrees, College Credit Certificates (CCCs) and Applied Technology Diplomas (ATDs)	<ul style="list-style-type: none"> The department maintains curriculum frameworks for career certificates, AS/AAS degrees, CCCs and ATDs. When an institution wants to add a new program to the frameworks, they complete a request for consideration. If approved internally, it is sent to SBOE approval. The SBOE approves new curriculum frameworks at the state level. Once the framework is approved, any institution may begin offering the program. (School districts are limited to career certificates and clock hour ATDs.) 	<ul style="list-style-type: none"> The department will continue to maintain curriculum frameworks for existing program types. When an institution wants to add a new program to the frameworks, they will continue to complete a request form. The future forms will align to the framework of quality. The SBOE will continue to approve new curriculum frameworks at the state level. Once the framework is approved, any institution may begin offering the program. However, institutions must receive SBOE expedited approval to be eligible for performance funding.
Review and approval of new workforce	<ul style="list-style-type: none"> The department currently does not produce minimum frameworks for other program 	<ul style="list-style-type: none"> The department will establish minimum frameworks organized

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Provision from s. 1011.80(2)(a), F.S.	Current Policy/Practice	Future Policy/Practice
education programs – Other program types, including continuing workforce education (CWE) and Apprenticeship /Pre-apprenticeship	<p>types, including CWE and apprenticeship/pre-apprenticeship, at a detailed level. It does maintain reporting codes for state fundable program types to report instructional activity.</p> <ul style="list-style-type: none"> • The SBOE approves a single curriculum framework at the state level for all CWE programs. • Data collection on these program types is limited. 	<p>by career cluster for SBOE approval, with input from the field.</p> <ul style="list-style-type: none"> • Once the framework is approved, any institution may begin offering the program. However, institutions must receive SBOE expedited approval to be eligible for performance funding. • Institutions seeking to offer a new program that does not have an approved minimum framework will have to complete a new program application. • More data collection is expected.
SBOE Approval of Programs / Performance Funding Eligibility	<ul style="list-style-type: none"> • Except for baccalaureate degrees, the SBOE does not approve individual institutions to offer programs. • No programs are excluded from performance funding or add-on FTE calculations unless specified in statute/proviso/rule. 	<ul style="list-style-type: none"> • Institutions must receive SBOE expedited approval to be eligible for performance funding and add on-FTE associated with workforce education programs. • If an institution does not have SBOE approval for a program, that program will be excluded from performance funding calculations. That said, these programs are subject to the annual CTE audit and their performance will be reported on the workforce development metrics dashboard.

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New Programs in 2022-23 and Thereafter

For the 2022-23 academic year and thereafter, agencies should refer to the decision tree in figure 1 to note the conditions under which approval must be sought by the SBOE.

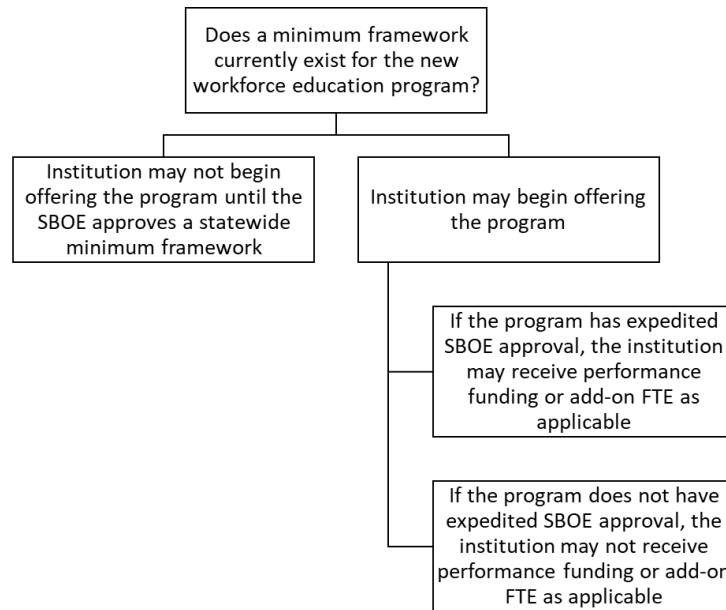


Figure 1: New workforce program approval

In sum, the institution should reflect on whether or not a minimum framework currently exists for the new workforce education program.

- If no, the institution may not begin offering the program until the SBOE approves a statewide minimum framework.
- If yes, the institution may begin offering the program.
 - If the program has expedited SBOE approval, the institution may receive performance funding or add-on FTE as applicable
 - If the program does not have expedited SBOE approval, the institution may not receive performance funding or add-on FTE as applicable.

New Program Request for the Statewide Curriculum Framework Inventory (Form 1)

- The current forms will be aligned to the anticipated framework of quality. Separate forms (forms 1a, 1b, 1c, etc.) will be maintained for each award type (career certificate, college credit certificate, AS/AAS, etc.)
- It is anticipated that the forms will be presented to the SBOE at a spring 2022 meeting
- New program requests will continue to be accepted according to the following schedule:
 - November 1 – for the fall semester of the following academic year (i.e., November 1, 2021, submissions are for the fall 2022 semester and beyond).
 - June 1 – for the spring semester (i.e., June 1, 2021, submissions are for spring 2022 semester and beyond).
 - *Please note that fall 2022 submission window closed on November 1 and those submissions are currently being reviewed internally.*

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Program Performance Funding Request Form (aka Expedited Review Form 2)

- FDOE will create expedited review forms that incorporate the six criteria (anticipated early spring 2022) effective for performance funding consideration in 2022-23 and thereafter, summarized below.
 1. A description of the new workforce education program that includes all of the following:
 - An analysis of workforce demand and unmet need for graduates of the program on a district, regional or statewide basis, as appropriate, including evidence from entities independent of the technical center or institution.
 - The geographic region to be served.
 2. Documentation of collaboration among technical centers and institutions serving the same students in a geographical or service area that enhances program offerings and prevents program duplication that exceeds workforce need. Unnecessary duplication of programs offered by public and private institutions must be avoided.
 3. Beginning with the 2022-2023 academic year, alignment of program offerings with credentials or degree programs identified on the Master Credentials List under s. [445.004\(4\)](#), F.S.
 4. Articulation agreements between technical centers and Florida College System institutions for the enrollment of graduates in related workforce education programs.
 5. Documentation of alignment between the exit requirements of a technical center and the admissions requirements of a Florida College System institution into which students typically transfer.
 6. Performance and compliance indicators that will be used in determining the program's success.
- It is anticipated that the forms will be presented to the SBOE at a spring 2022 meeting.
- The proposed expedited review form submission window follows a similar schedule as the new program request form:
 - June 1 - with anticipated consideration by SBOE at the following September or October meeting.
 - November 1 - with anticipated consideration by SBOE at the following February or March meeting.

Planning for Implementation

The implementation of HB 1507 Section 35 requires:

- The Florida Department of Education (FDOE) to collect an inventory of all workforce education programs active in the 2021-22 year (anticipated January - April 2022).
- The Credential Review Committee to adopt a framework of quality (anticipated spring 2022).
- FDOE to amend forms related to new program approval requests to align to the framework of quality (spring 2022), effective for new programs in 2022-23 and thereafter.
- FDOE to create expedited review forms that incorporate the six statutory criteria (anticipated spring 2022) effective for performance funding consideration in 2022-23 and thereafter.
- FDOE to use the information collected through the inventory to create minimum frameworks for non-credit programs (anticipated fall 2022).

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PROGRAM INVENTORY

Programs that are active in 2021-22 will not be required to undergo an expedited review process to be considered for performance funding or add-on FTE (districts only). Therefore, it is imperative we have an updated inventory of all workforce education programs being offered at district career centers and FCS institutions.

Uses for Inventory

There are multiple uses for the program inventory including the following:

- To identify current program offerings in the Florida College System and school districts for purposes of implementation of section 35 to be considered for performance funding or add-on FTE.
- To populate [FloridaShines](#). All FCS institutions and several technical colleges currently upload their active programs to the FloridaShines website. To reduce duplication of effort, the program inventory provided through this process will be used in part to populate the content for FloridaShines. FDOE is actively working with the Florida Virtual Campus staff on these efforts.
- To implement the provision in HB 1507 requires a workforce development dashboard that measures the state's investments in workforce development.
- To populate the Credential Registry, which is powering the Education Meets Opportunity Platform. Credential Engine, the organization that maintains the registry, will be leading the program inventory data collection process.

Programs to be Reported

Credit and Clock Hour Programs

The program inventory includes credit and clock programs. Because institutions may begin offering programs already approved in curriculum frameworks without approval, FDOE does not have an active program inventory.

Non-Credit Courses/Programs

The program inventory also includes non-credit activity, including continuing workforce education (CWE), apprenticeship/pre-apprenticeship programs, and activity that results in the participant earning a credential necessary for employment in or retention/advancement of employment in a specific occupation.

In addition to establishing a baseline of what programs are being offered by which institutions, this data collection will also inform the development of minimum frameworks. Non-credit goes by many names; non-credit activity may be referred to as CWE courses, corporate college courses or fee-for-service courses.

All activity that falls under the definition of CWE in s. 1004.02(12), F.S., should be reported in the inventory.

“Continuing workforce education” means instruction that does not result in a registered apprenticeship certificate of completion, technical certificate, diploma, associate in applied science degree, or associate in science degree. Continuing workforce education is for:

- (a) Individuals who are required to have training for licensure renewal or certification renewal by a regulatory agency or credentialing body;*
- (b) New or expanding businesses as described in chapter 288;*

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- (c) *Business, industry, and government agencies whose products or services are changing so that retraining of employees is necessary or whose employees need training in specific skills to increase efficiency and productivity; or*
- (d) *Individuals who are enhancing occupational skills necessary to maintain current employment, to cross-train, or to upgrade employment.*

Additionally, for purposes of the program inventory, non-credit activity that results in the participant earning a credential necessary for employment in or retention/advancement of employment in a specific occupation should be included. While “necessary for employment” is subjective, institutions are encouraged to reflect on the intent of the course/program. If the intent of the program is to provide specific workforce skills (regardless of the final credential being a condition of employment), it would be included in the program inventory and should be reported in the Excel template. Non-credit activity that falls into recreation and leisure, lifelong learning or personal enrichment should be excluded.

See figure 2 for a decision tree that may assist in determining the types of activity to report. When in doubt, err on the side of reporting non-credit activity.

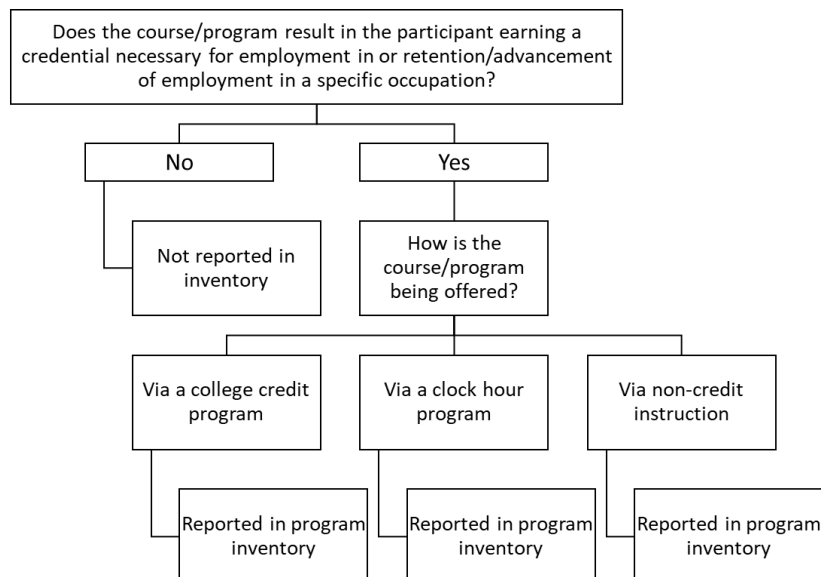


Figure 2: Definition of non-credit activity for workforce program inventory

Examples of “Non-Credit” that Should NOT be Reported

- Martial Arts
- Retirement Planning
- Drawing for Beginners
- Conversational Italian for Tourists
- Creative Writing
- Test preparation courses for continuing education purposes (e.g., LSAT, GRE, etc.)
- Courses offered for personal enrichment not employment (e.g., Excel)

Examples of “Non-Credit” that Should be Reported

- Recertification training
- Lean Six Sigma Green Belt
- Certified Nursing Assistant
- Hybrid/Electric Vehicle Servicing and Repair Customized Training
- Test preparation courses for certifications required for employment purposes
- Courses that result in certifications required for employment purposes

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Survey Template

Each agency may download their program inventory Excel file containing a tab for clock/credit programs and a tab for non-credit programs.

- District Inventories: <https://drive.google.com/drive/folders/1DhfS6PYyb1o87t9uyD9-TRS04Ao-A6?usp=sharing>
- FCS Inventories: https://drive.google.com/drive/folders/1p3zHxs8YBVdYQUOF1vJ0S_ipmj1DRp7F?usp=sharing

For clock and credit programs, the data in the Excel files are derived from data collected through state reporting and Florida Shines, where available. Each agency will reconcile the active program inventory against institutional records to ensure the inventory accurately reflects active programs in 2021-22. Institutions will then add/remove programs based on inventory and complete required fields.

For non-credit programs, FDOE staff conducted website scans to pre-populate rows for FCS institutions based on institutional catalogs and webpages. Institutions will then add/remove programs based on inventory and complete required fields. School district career centers will be asked to populate the survey with all non-credit activity (non-state fundable activity) as there is limited website information available to pre-populate the survey.

The data collection process will be facilitated by Credential Engine, the organization that is partnering with FDOE and multiple Florida state agencies on the Education Meets Opportunity Platform. Questions regarding completing the survey may be directed to erafal@credentialengine.org.

Submission

By April 15, 2022, all completed Excel files should be emailed to CTEaudit@fldoe.org.

Agencies may also stagger their submissions by submitting the clock/credit tab at an earlier time than the non-credit. Early submissions are encouraged.

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FREQUENTLY ASKED QUESTIONS

Program Types Included in the Legislation

1. How are workforce education programs defined in relation to the provisions of HB 1507?

The terms “workforce education” and “workforce education program” include:

- Adult general education programs designed to improve the employability skills of the state’s workforce as defined in s. 1004.02(3), F.S.
- Career certificate programs, as defined in s. 1004.02(20), F.S.
- Applied technology diploma programs (clock hour or college credit)
- Continuing workforce education courses
- Degree career education programs (college credit certificate, Associate in Applied Science, Associate in Science)
- Apprenticeship and preapprenticeship programs as defined in s. 446.021, F.S.

2. Will baccalaureate degree programs, advanced technical certificates, educator preparation institutes and certificates of professional preparation have minimum frameworks established?

No. The minimum framework provisions of HB 1507, Section 35 do not extend to these program types. See question number 1 for the applicable program types impacted. However, institutions will be expected to continue to report data on these program types and participate in program reviews, where applicable.

New Program Requests for the State Curriculum Frameworks

3. If a program exists in the state elsewhere, but a new school opens in a district, does the program need to undergo SBOE approval prior to the program being offered?

No. If the program is already approved in the statewide curriculum frameworks, a new school does not need prior SBOE approval to begin offering the program. The school would need to undergo the expedited review process to make this program eligible to generate performance funding.

4. We are going through institutional and/or accreditor approval process to offer a program that is currently in the statewide curriculum frameworks. We intend to make this program available for enrollment for fall 2022. Are we permitted to begin offering the program in fall 2022, or does this require SBOE approval, which may result in a delayed implementation?

If the program is already approved in the statewide curriculum frameworks, your institution does not need prior SBOE approval to begin offering the program. You could begin this program as early as fall 2022. You only need to complete the expedited review process to make this program eligible to generate performance funding.

Expedited Program Request Information

5. For programs that have a framework beginning in 2022-23, how would we begin the expedited SBOE approval?

DOE will create expedited review forms that incorporate the six statutory criteria (anticipated spring 2022) effective for performance funding consideration in 2022-23 and thereafter.

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6. What is the relationship between the Master Credentials List (MCL) and the expedited review process?

In order to receive expedited approval from the SBOE, the program must be aligned to a credential on the MCL, beginning with the 2022-23 academic year.

7. What is the status of the MCL?

The Credential Review Committee has yet to establish a process and timeline for credentials to be submitted to the MCL. We anticipate a process and a date to be established sometime early to mid-2022.

8. Does a program have to be on the MCL to be offered by institutions?

No. A program does not have to be on the MCL to be offered by an institution.

9. Does "alignment of program offerings with credentials or degree programs identified on the Master Credential List" in s. 1011.80(2)(b)(3), F.S., mean that the SBOE will only approve programs through the expedited approval process that are also on the MCL?

Not necessarily. The usage of "alignment" indicates that credentials *related to* a program on the MCL may receive expedited approval. This could include programs that are stackable to a credential on the MCL.

10. What are some examples of "entities independent of the institution" in s. 1011.80(2)(b)(1)(a), F.S.?

EMSI, the Department of Economic Opportunity, the Bureau of Labor Statistics or the Office of Economic and Demographic Research are examples of entities that could provide data to inform the expedited approval process. This component requires a description of how the new workforce education program includes:

- An analysis of workforce demand and unmet need for graduates of the program on a district, regional or statewide basis, as appropriate, including evidence from entities independent of the technical center or institution.
- The geographic region to be served.

11. Do programs currently being offered have to go through the expedited process in order to be eligible for performance funding?

No. Programs active in 2021-22 will not be required to go through expedited review process to be eligible for performance funding.

12. What is meant by withholding performance funding and/or additional FTE funding?

Programs that have a minimum framework may be offered locally, but they will not be eligible to generate performance funding unless they have undergone the expedited approval process under the SBOE. Therefore, programs that have not undergone expedited review would be excluded from performance funding calculations in the future. Performance funding decisions are subject to legislative appropriation.

13. If we add an apprenticeship or pre-apprenticeship program going forward, would we need to go through the expedited review process?

If you are seeking performance funding for this program, the SBOE expedited approval would need to occur. Performance funding decisions are subject to legislative appropriation.

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Non-Credit Programs and Minimum Frameworks; Funding

14. How does FDOE define non-credit programs?

For the purposes of HB 1507 Section 35 implementation, the terms non-credit and continuing workforce education courses, corporate college courses, fee for service courses are synonymous. Non-credit courses and programs result in the participant earning a credential necessary for employment in or retention/advancement of employment in a specific occupation.

15. The term “non-credit” is often used to describe career certificate clock hour programs. For purposes of HB 1507, Section 35 implementation, is this how “non-credit” should be described?

No. Career certificate programs and applied technology diploma programs (taught at the clock hour unit of measure) are not considered “non-credit.”

16. What is the process FDOE will use to develop minimum frameworks for non-credit programs?

FDOE will utilize information collected through the inventory to create minimum frameworks for non-credit programs (anticipated fall 2022).

17. Customized training is requested on an on-going basis and not a semester-based approval. Will non-credit courses be approved on a rolling basis?

We recognize the need for institutions to respond quickly to meet employer demand; this will be a consideration as we develop the program approval submission process.

18. How do we obtain CIPs for non-credit programs?

FDOE will be establishing the minimum frameworks for non-credit instructional activity organized by career cluster. Those minimum frameworks will identify a CIP code for enrollment reporting purposes. For the 2021-22 program inventory, non-credit CIPs may be reported as 9999999999.

19. Is there any plan for non-credit programs to receive Perkins funding in the future if they are aligned with labor market demands and lead to employment?

No. This is not under consideration as this is not an eligible program type to be funded with Perkins federal funding in Florida’s Perkins V State Plan.

20. Will performance funding and/or FTE now be provided to non-credit classes that are new?

This would require additional legislative amendments to Florida Statutes.

Workforce Education Inventory; EMOP

21. What information was used to pre-populate the program inventory Excel file?

FDOE pre-populated rows for each institution based on headcount enrollment in 2020-21 and summer/fall 2021 beginning of term data submissions using 2021-22 allowable CIPs.

- A secondary source used to prepopulate the survey was Florida Shines for college credit and clock hour workforce programs. This will allow respondents to validate the continued offering of the program.
- For non-credit workforce education programs, the Division of Florida Colleges scraped Florida College System institutional websites to create a baseline of non-credit workforce program offerings. However due to the limited information available related

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to non-credit instructional activity on school district websites, the department was unable to prepopulate the survey. School district career centers will be asked to populate the survey with all non-credit activity (non-state fundable activity) as there is limited information available to pre-populate the survey.

Institutions will then add/remove programs based on their local offerings and complete required fields.

22. What additional program information will be requested through the survey?

In addition to identifying information about each active program (e.g., name, CIP, length), the following information will be required: brief program description, limited access (Y/N), delivery method (Online or physical location), webpage and estimated duration. Additional optional categories will be available for institutions interested in publishing more information about their programs.

23. How will this information be shared with the Florida Virtual Campus to populate FloridaShines?

All FCS institutions and several technical colleges currently upload their active programs to the FloridaShines Catalog. To reduce duplication of effort, the 2021-22 program inventory provided through this process will be used in part to populate the content for the 2022-23 FloridaShines Catalog.

Specifically, the Data Standards Document (Excel spreadsheet) used to populate the 2021-22 active program inventory contains the requirements for the FloridaShines Catalog, Section 35 and the EMOP / Credential Engine.

When it comes time for the Florida Virtual Campus to request program data for 2022-23, anticipated late spring 2022, institutions will be able to use the 2021-22 active program inventory as a starting point. Institutions will send information directly to the FloridaShines Catalog using the same spreadsheet, with adjustments as needed to reflect active programs in the new academic year (i.e., changes from 2021-22 to 2022-23). Since all the requirements will be aligned, that one spreadsheet provided to populate FloridaShines will be shared with FDOE as the method of maintaining an active program inventory year after year.

24. What if I do not want the non-credit program information to be available on Florida Shines?

The Data Field- StatePublicly, allows an institution to indicate whether a program should or should not be published to FloridaShines Catalog.

25. Will the program inventory information be published on Credential Engine's Credential Registry?

Yes, unless the agency requested the program information not be published in the Data Field- StatePublicly. This is the same field used to opt out of publishing in the FloridaShines Catalog.

26. For the program inventory, will you also pre-populate the CIPs for the non-credit programs that you were able to scrape?

The default CIP for non-credit programs is 9999999999. FDOE will be developing CIPs for non-credit programs when the minimum frameworks are created.

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27. If we are not receiving FTE or performance funding, why are the non-credit courses/programs tracked?

These programs are important to understanding workforce supply.

28. Should non-credit courses offered on-demand for a specific business or only offered once every few years be listed in the inventory?

Yes. This type of program should be included in the inventory.

29. What is EMOP and what is the purpose of EMOP?

EMOP stands for Education meets Opportunity Platform. The EMOP will provide an interoperable data analytics tool – composed of four data dashboards – for all of Florida’s workforce education and training programs (degree and non-degree) through the state’s selected vendor, [PAIRIN](#). It aims to secure real-time, accurate, and comprehensive data visualization and analytics to provide persistent and reliable analytics for the FDOE and authorized stakeholders on academic program inventories, program performance, and labor market supply and demand.

The interactive, interoperable data analytics tool/solution will function as a business intelligence tool, with the ability to ingest and integrate large volumes of data, aggregate, analyze and summarize the data in the form of clear and user-friendly key performance indicators. One of the four dashboards in EMOP will serve as an active program inventory using the data submitted to FloridaShines. These data will then be connected to other dashboards of the EMOP, in order to allow stakeholders to view both program inventory information, program performance indicators, and labor market demand data in a single hub.

30. Will EMOP be made available to institutions?

The first iteration of the EMOP is planned to be completed in fall 2022 and the tool will be internal facing to the Florida government agencies (the Florida Department of Education, Florida Department of Economic Opportunity, Florida Department of Children and Families, and REACH Office and Executive Office of the Governor). In coming years, the next iteration of EMOP is intended to be externally facing to support analytics for Florida College System and district stakeholders.

31. Is there a timeline of completion, training and going live with the dashboard?

We are still currently in the initial development stages of the dashboard. Our current timeline for completion of the first iteration of the dashboard is fall 2022. In fall 2022, the dashboard will not be “live” for the field—it will only be useable by government agency-level staff. Upon completing this phase, we will work to refine and enhance the dashboard. Following, we will then work to develop external access and training related to the dashboard, so that it will be useable by FCS and district staff.

32. Are private and for-profit colleges and their programs going to be included in the program inventory to determine local and regional demand?

The program inventory is specific to career centers and FCS institutions, as the provisions of s. 1011.80, F.S., only applies to those institutions. Therefore, the workforce program inventory will not include detailed program information for programs offered by the State University System (SUS), Independent Colleges and Universities of Florida (ICUF), or the Commission of Independent Colleges (CIE).

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However, it should be noted that the EMOP tool will include a dashboard that assesses labor market supply and demand in Florida. The methodology for calculating the supply/ demand analyses will likely include program completion information (submitted via IPEDS) for graduates from the SUS, ICUF and CIE. This will allow for a holistic assessment of degree production in Florida related to labor market demand.

Other Related Questions

33. Will articulated credit now be awarded to continuing education courses that are approved (similar to the Gold Standard Career Pathways Industry Certification Articulations)?

Locally, an agency can develop the articulation of this credit. Programs that result in industry certifications may utilize the statewide Gold Standard agreements.

34. What, if any, data will be required for any approved programs?

Approved clock/credit programs will be subject to existing data reporting requirements including but not limited to the CTE audit, reports required in statute/rule, state reporting requirements, etc. Approved non-credit programs may be required to report more data on student enrollment and student outcomes once minimum frameworks and CIP codes are established.

35. Can you please define add-on FTE funding?

The add-on FTE reference is applicable for districts only (s. 1011.62, F.S.).

36. Will there be any connection between this process and the comprehensive local needs assessment (CLNA) forms required for Perkins?

The Department will seek to minimize duplication of efforts, where possible. However, the current CLNA processes will remain in place for now.